APPENDIX D

What is a Good School?
(WAGS)
Appraisal Guide and Rubric

WHAT IS A GOOD SCHOOL?

APPRAISAL
GUIDE & RUBRIC

Tennessee Department of Education
Commissioner Timothy K. Webb, Ed.D.

February, 2010

TDOE MISSION:
HELPING TEACHERS TEACH AND CHILDREN LEARN

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INTRODUCTION

The "What is a Good School?" Appraisal Guide and Rubric is Tennessee's answer to assessing effective performance in advocating improvement for student achievement. Governor Phil Bredesen has mandated accountability for expenditures ear marked for educational improvement in Tennessee schools; specifically in determining effective practice in moving students through high school graduation on to post-secondary education and/or successful careers.

In answering the question: 'What is a good school?,' the Tennessee Department of Education has developed a practitioner based accountability documentation process for assessing effective teaching and learning and determining areas of strengths and needs in Tennessee schools. Rubrics are used in the process with objective measures to determine if teachers are really teaching and if all students are really learning to the best of their potential.

With the legislated mandate of "At-Risk" Funding, B.E.P. 2.0 funding reform, and the need for a process of tracking the use of educational funds in a qualitative manner, the "Good School Appraisal" is a tool designed for performance based evaluation. Each Director of Schools will have a guide for what should constitute effectiveness in a "Good School" and a means of evaluating current activities in each school.

The process is based on first developing a set of criteria for effective, exemplary, and good schools, then developing a set of standards and measurements statements with complimentary rubrics for use on-site in schools. The result will be an individual school profile of strengths and areas of needs with an implementable plan for improvement.

OVERVIEW

With No Child Left Behind, states are rushing to implement accountability measures in all schools and school systems. The Tennessee Department of Education preempted NCLB by two years in developing an accountability system for identifying high priority schools and school systems which were not moving all students, all subgroups to proficiency. Putting schools and school systems on a List is not fair without also providing the technical assistance necessary to move these schools and systems off the List.

The Tennessee Department of Education organized a practitioner and state department personnel Task Force to study existing national and state models in answering the question: "What is a good school? What is a good school system?" How to measure school and system effectiveness in meeting the needs of all students was the essential question for the Task Force.

Several models were available, but were not complete in their approach to measuring the total school's effectiveness. Tennessee personnel decided to develop a tool which could be used by teams and/or individuals to measure the capacity of a school in the provision of equity and adequacy in educating all students. The "What is a Good School?" Appraisal Guide and Rubric is the result. This Appraisal is research based and focuses on answering the question: "Is this a good school?" and if so, "How do you know?" The following is a set of Domains, Standards, Measurement Statements, and Rubrics which is a complete assessment of school operations aligned with research based practice.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN A.   STUDENT ACHIEVEMENT

STANDARD:
> *The primary purpose of the school is to promote and improve student performance for all students.*

MEASUREMENT STATEMENTS:

1. All students are held to high performance standards.

2. All staff hold high expectations for all students.

3. The school's vision, mission and beliefs are focused on student achievement.

4. There is a culture of clear expectations and accountability for achievement.

5. The structure and organization of the school supports maximum student performance for a diverse population of students.

6. Student achievement is monitored and recorded throughout the learning process for analysis and interventions.

7. The student is afforded multiple learning opportunities for success.

8. Expectations for student achievement are guided by the State of Tennessee's Performance Standards.

9. Diagnostic-prescriptive processes are in place to provide immediate attention, feedback and assistance to students who are below proficient.

10. Collaboration around improved student achievement occurs among all involved constituencies.

11. There is a culture of focused improvement among all constituencies working in a partnership.

12. Student successes are celebrated and individual student successes are rewarded.

13. Professional development offerings are based on innovation in improving the teaching and learning process.

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DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN B.   PERSONNEL ROLES & RESPONSIBILITIES

STANDARD:
> *Highly qualified personnel assume appropriate roles and responsibilities to ensure student-focused teaching and learning is in place to meet the needs of a diverse student population, driven by a continuous planning process.*

MEASUREMENT STATEMENTS:

Administrators, Faculty, and Staff:

1.   Assist in the developing, articulating and modeling of the vision and mission of the school.

2.   Are highly qualified for the assignment and highly effective in the delivery of instruction.

3.   Develop, implement and monitor a continuous planning process to facilitate improving student performance.

4.   Assume ownership and accountability for a climate of student-focused teaching and learning to provide for inclusive instructional opportunities for all students.

5.   Assess and use results to monitor and differentiate instructional programs to meet the learning styles of a diverse population.

6.   Collaborate and provide for differentiated class structures based on student needs.

7.   Work to provide opportunities and support in addressing diverse student needs.

8.   Use the analysis of the TSIPP practices to determine needed changes in curriculum, instruction, organization and use of assessment as it impacts all students.

9.   Change behavior and implement new strategies regarding curriculum, instruction, organization and use of assessment to meet all student needs.

10. Ensure students are not prematurely categorized, labeled nor stereotyped as a learner type.

11. Create a climate to promote acceptance of and tolerance among all students.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN C.   CURRICULUM

STANDARD:
> *The curriculum is standards-based, viable, rigorous, relevant and integrated based on continuous improvement practices and processes, and equips students with the knowledge and skills needed to be global and world class citizens.*

MEASUREMENT STATEMENTS:

1. The curriculum is based on the Tennessee Content Standards.

2. The school is organized based on a Tennessee 'Standards-based' approach.

3. The curriculum is aligned to assessment and is used to inform instruction.

4. The curriculum is rigorous, relevant and challenging.

5. The curriculum is available to all students.

6. The curriculum is organized to provide appropriate learning opportunities for all students.

7. Appropriate data are collected and analyzed to allow for the immediate monitoring and adjusting of the curriculum.

8. The curriculum processes and practices are analyzed and amended as per the TSIPP process and adjusted to maintain rigor, relevance and eliminate gaps in learning.

9. The curriculum addresses core knowledge and skills that extend beyond content classes.

10. The curriculum is structured to challenge all students with higher order thinking skills.

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DOMAINS,
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DOMAIN D.   INSTRUCTION

STANDARD:
> *Instructional practices and processes are designed, implemented and monitored to ensure that all students have sufficient time and opportunity to learn the curriculum in an inclusive and nurturing climate of high expectations.*

MEASUREMENT STATEMENTS:

1. Research based instructional strategies are used in classrooms that are varied and engage students in meaningful learning activities which promote the development of higher order thinking skills.

2. Instruction is designed and delivered such that appropriate time and opportunity is provided to meet the individual needs of all students.

3. Instruction is based on the opportunity for teachers to work collaboratively to plan for effective instruction.

4. Instructional expectations and practices of high standards are driven by the mission, vision, and beliefs of the school.

5. Continuing and ongoing needs based professional development opportunities are in place to provide for and promote the delivery of research based, innovative instructional strategies.

6. Continuing and ongoing needs based professional development opportunities are in place to address the pedagogy of the teaching process and mastery of content.

7. Teaching and learning opportunities extend beyond the walls of the schools.

8. Instruction is monitored consistently and feedback is used to drive instruction.

9. The instructional processes and practices are analyzed and amended as per the TSIPP process and adjusted to maintain rigor, relevance and eliminate gaps in learning.

10. Classroom instruction is driven by the Tennessee Content Standards.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN E.   LEADERSHIP

STANDARD:
> *The leadership of the school maintains a focus on high standards of achievement for all students by functioning as an instructional specialist, promoting equity and adequacy for all students and staff, keeping data as the basis for all decisions, and fostering a collaborative schoolwide culture.*

MEASUREMENT STATEMENTS:

1. Leadership assures the alignment of curriculum, instruction and assessment to the Tennessee Content Standards.

2. Leadership upholds high expectations for all students.

3. Leadership promotes research based instruction.

4. Leadership supports a professional learning community.

5. Leadership ensures a culture of trust and respect that supports an inviting and stable learning environment.

6. Leadership advances a vision and mission focused on student achievement.

7. Leadership advocates acceptance of and respect for individual differences and ensures equity and adequacy.

8. Leadership facilitates ongoing, continuous improvement.

9. Leadership involves all stakeholders in activities that support student learning.

10. Leadership advances districtwide and school policies and guides the development and execution of procedures necessary to implement these policies.

11. Leadership ensures the school has an external staff support system provided by central office personnel.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

DOMAIN F.   ORGANIZATION OF THE SCHOOL

STANDARD:
> *The school is effectively organized to promote equity and adequacy for all students and staff in the provision of improved student performance.*

MEASUREMENT STATEMENTS:

1. The school is organized to offer a range of comprehensive scope of services within a structure designed for success for all students.

2. The school has a communication system which is open, non-threatening, and two-way.

3. Organization of the school day allows optimal time on task for all students.

4. The school's schedule is determined based on needs of all students.

5. The school has a collaborative environment.

6. The school is organized in such a way to provide a stable environment conducive for learning.

7. The school offers a responsive environment based on individual student needs.

8. Organization of the school provides the opportunity and support for addressing the needs of a diverse student population.

9. The school provides adequate resources (technology, materials, funds, etc) for all personnel to be able to do their jobs.

10. The school provides adequate resources (technology, materials, funds, etc.) for all students to be able to learn to the best of their potential.

11. The school is organized to provide equity and adequacy for all students and staff.

12. The school environment provides differentiated learning opportunities for all students.

13. The school is organized to provide timely and continuous assessment and evaluation of the organization's effectiveness in meeting student needs.

14. The school is focused on meeting individual student needs.

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DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

15. The school offers an inclusive environment.

16. The school has a system of record keeping for all students which tracks individual student performance.

17. There are adequate and equitable resources to improve student achievement.

18. The school's Tennessee School Improvement Planning Process (TSIPP) is complete, aligned among the components, data-driven, concise, up-to-date, and understandable.

19. The school is structured so that all constituencies can participate in partnerships and learning activities.

20. The school is organized to promote high standards for all students.

21. Policies and procedures are in place to drive optimal enacted behaviors regarding diversity.

DOMAIN G.   ASSESSMENT & EVALUATION

STANDARD:
The school uses data-driven, performance based assessment and evaluation results to improve the teaching and learning process and to drive increases in student performance for all students.

MEASUREMENT STATEMENTS:

1. The school's assessment and evaluation process contains formative assessments.

2. The school's assessment and evaluation process contains summative assessments.

3. The school's assessment and evaluation process are aligned to Tennessee approved Standards of Performance for all students.

4. The school culture focuses on data-driven decision making.

5. The school's assessments and evaluation process is continuous and ongoing.

6. The school's assessment and evaluation process is conducted in a timely fashion.

7. The school's assessment and evaluation process contains an effective method of communicating results to all constituencies.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

8. The school's assessment and evaluation process assesses ALL students and includes disaggregation of student performance data for all required subgroups. (Includes alternative assessments).

9. The school's assessment and evaluation process is differentiated for all types of students/programs/classes.

10. The school's assessment and evaluation process measures defined exit knowledge, skills, attitudes, and attributes.

11. The school's assessment and evaluation process defines achievement gaps/inequities.

12. The school's assessment and evaluation process has student driven component for addressing identified gaps/inequities.

13. The school's assessment and evaluation process is aligned to all curricular, instructional, and organizational areas.

14. The school's assessment and evaluation process measures and addresses identified individual student needs. (Uses a variety of academic and non-academic data sources).

15. The school's assessment and evaluation process addresses the Tennessee School Improvement Planning Process (TSIPP). (Uses both formal and informal assessments).

16. The school's assessment and evaluation process allows parents and students to use data for improvement.

DOMAIN H. CLIMATE & CULTURE

STANDARD:
The climate and culture of the school promotes student achievement.

MEASUREMENT STATEMENTS:

1. The school provides a stable working environment for teaching and learning.

2. The faculty and staff exhibit characteristics of professionalism, flexibility, nurturing, pride, collaboration, and innovation.

3. The school has an internal staff support system.

DOMAINS,
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4. There is evidence that all students are valued.

5. The climate of the building is exhibited by high standards of student behavior and a positive atmosphere of stakeholder collegiality.

6. The school provides a safe, secure and responsive environment both physically and emotionally.

7. A sense of community is evident for the school's stakeholders.

8. There is a culture of high ethical standards.

9. The school's TSIPP planning process is continuous and collaborative.

10. The school promotes a climate of trust, respect, and care among all stakeholders.

11. The school offers a tolerant climate.

12. The school promotes diversity.

13. Diversity and tolerance are highly valued.

14. The school promotes a shared learning community.

15. The school deliberately/intentionally plans for provision of an optimal climate.

16. Shared decision making is evident and documented.

17. The faculty, staff, students and parents are supported by a culture of risk taking.

18. Parents and community members feel a part of the school's culture.

19. The school has a professional learning community which includes all involved constituencies.

20. Team building and support are evident in all areas of the work of the school.

21. Administrators, faculty and staff ensure a culture of high expectations for all students.

22. Administrators, faculty and staff provide a strong nuturing environment for all students.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

23. Administrators, faculty and staff perform roles and responsibilities while exhibiting a high level of professionalism.

24. Administrators, faculty and staff work in a collaborative manner to ensure a viable professional learning community establishing a legacy for education.

25. Administrators, faculty and staff are aware of and address their roles and responsibilities as they align to the policies and procedures in place to promote student learning.

26. There is a pervasive culture of happiness and enjoyment as exhibited by the physical and emotional environment, interpersonal exchanges and personal demeanor.

27. The school is a 'happy' place to be for all students and school personnel.

DOMAIN I.   SAFE & ORDERLY ENVIRONMENT

STANDARD:
   There is a teaching and learning environment that is safe, orderly and appropriate for the growth and development of individual students and adults.

MEASUREMENT STATEMENTS:

1. There is an established, communicated and observed culture of high expectations for all stakeholders based on the beliefs, mission and shared vision of the school as per the TSIPP process.

2. The school environment is safe and orderly, supporting the physical, emotional and mental well being of all stakeholders.

3. The school is a safe school.

4. Distributed accountability outlines the behavioral expectations of all stakeholders.

5. Creativity, individuality, respect and tolerance are promoted and celebrated by all stakeholders.

6. Polices, practices and procedures are in place to ensure safety for all.

7. There are mechanisms in place that promote student input into the decision-making process with regard to how teaching and learning is conducted in their school.

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DOMAINS,
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DOMAIN J.   PARENT & COMMUNITY INVOLVEMENT

STANDARD:
> *Effective home and school partnerships support student learning and school success.*

MEASUREMENT STATEMENTS:

1. Structures are in place whereby all stakeholders are actively involved in the education of students.

2. Stakeholders are engaged in partnerships and learning activities to support student learning.

3. Parents and community members are engaged in the TSIPP planning process.

4. Parents and community members feel welcome in the school.

5. The school has a communication network which is inclusive for all constituencies.

DOMAIN K.   COMMUNICATION

STANDARD:
> *The school is a place where communication and collaboration occurs daily focused on improving student performance in an inclusive environment for all stakeholders.*

MEASUREMENT STATEMENTS:

1. The school has an internal communication system that promotes a high level of professionalism and understanding of the school's mission/vision.

2. The school has an external communication system that promotes a high level of professionalism and understanding of the school's mission/vision.

3. The school has a communication system designed to promote and maintain high expectations for all students.

4. The school has a communication system designed to promote a legacy of education for all students.

5. The school has a communication system designed to ensure ownership of the school mission/vision and accountability for all results.

DOMAINS,
STANDARDS, & MEASUREMENT STATEMENTS

6. The school has external and internal communication processes that ensure all stakeholders are engaged and have opportunity for input into decision making.

7. The school has external and internal communication processes upon which productive partnerships are built.

8. The school ensures that two-way communication is provided and maintained.

9. The school allows time for collaborative communication to occur.

10. The school promotes a safe climate which encourages risk taking.

11. The school is focused on effective teaching and learning.

12. The school encourages faculty and leaders to engage in reflective thinking based on improvement.

13. The school provides a tolerant environment.

14. The school provides an environment of acceptance of individual differences and diversity.

15. The school provides an inclusive environment.

RUBRIC

Domain A.	STUDENT ACHIEVEMENT		Indicator – A.1	High Performance Standards for all Students

All students are held to high standards of student achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 – Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4　3　2　1　0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Tennessee Content Standards are adhered to in all areas.					☐
Differentiated instruction is provided.					☐
Remedial services available if needed.					☐
Enrichment services available for all students.					☐
Formative assessment provided for all students.					☐
Summative assessment provided for all students.					☐
High achievement rewarded and celebrated.					☐
Student improvement rewarded.					☐
Collaboration occurs among all constituencies focused on improved student performance for all students.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Differentiated instruction evidence 2) Tennessee Content Standards evidence of use 3) Enrichment, remediation and intervention program reports 4) Formative Assessment records and data 5) Summative Assessment records and data 6) Tennessee State Report Card 7) Special Education reports/documents 8) TSIPP/SIP 9) TVAAS data 10) External Stakeholder communication	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain A.	STUDENT ACHIEVEMENT		Indicator – A.2	Beliefs, Mission and Shared Vision Focus on Student Achievement

The school's beliefs, mission and shared vision are focused on student achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All six criteria met with evidence.	At least four criteria met with evidence.	At least two criteria met with evidence.	One to one criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Beliefs focus on student achievement.					☐
Mission focuses on student achievement.					☐
Shared vision focuses on student achievement.					☐
Collaboration occurs frequently around beliefs, mission and shared vision.					☐
High expectations for all students are evident in the beliefs,, mission and shared vision.					☐
Beliefs, mission and shared vision are communicated to all stakeholders.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) TSIPP/SIP 2) Administrative data 3) Faculty/Staff Handbook 4) External Stakeholder communication 5) Parent and Community Involvement evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain A.	STUDENT ACHIEVEMENT		Indicator – A.3	Clear Expectations and Accountability for Achievement

There is a culture of clear expectations and accountability for achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Student achievement celebrated and rewarded.					☐
Student achievement focused faculty meetings.					☐
There is a focus on Tennessee Content Standards.					☐
Lesson plans focus on identified student achievement needs.					☐
Formative assessment data available for all students.					☐
Summative assessment data available for all students.					☐
Teacher expectations regarding student achievement clearly identified.					☐
Team meetings designed for planning improvements in student achievement.					☐
State and federal guidelines are met to promote and support achievement for all student subgroups.					☐
Professional development activities are based on improving student performance for all students.					☐
Diagnostic prescriptive processes are in place to provide immediate feedback and assistance to students below proficient.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Tennessee State Report Card 2) Recognition of Student Achievement 3) Accountability Records 4) Team meeting agendas/minutes 5) External Stakeholder communication 6) Formative Assessment records and data 7) Summative Assessment records and data 8) SIP 9) Professional Development Plan/Records 10) Federal program reports/documents 11) Lesson plans	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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RUBRIC

Domain A.	STUDENT ACHIEVEMENT	Indicator – A.4	Monitoring Student Achievement

Student achievement is monitored and recorded throughout the learning process for analysis and interventions as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4　3　2　1　0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Student achievement is monitored.					☐
Student achievement is recorded and tracked.					☐
Daily formative assessment drives student learning.					☐
Daily formative assessment drives student development.					☐
Summative assessment is available for all students.					☐
Instructional decisions are data-driven.					☐
A diagnostic prescriptive process is in place designed to address students' needs.					☐
Assessment results are provided to the teacher in a timely manner.					☐
Immediate feedback is provided to students to inform and support achievement.					☐
Feedback is provided to parents to inform and support student achievement.					☐
A variety of assessment data is used for monitoring student achievement.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Formative Assessment records and data 2) Summative Assessment records and data 3) Team meeting agendas/minutes 4) Differentiated instruction evidence (student grouping information) 5) Lesson plans 6) SIP 7) Parent communication	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain A.	STUDENT ACHIEVEMENT		Indicator – A.5	Students Afforded Multiple Learning Opportunities

The student is afforded multiple learning opportunities for success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Appropriate interventions are available to meet identified student needs.					☐
Appropriate enrichment services are available to meet identified student needs.					☐
Students with identified needs are provided diverse learning opportunities.					☐
There is communication among all stakeholders around improved and multiple learning opportunities for all students.					☐
Teaching and Learning opportunities extend beyond the walls of the school.					☐
PD for staff is focused on research-based best practices in offering multiple learning opportunities for all students.					☐
Instruction is differentiated.					☐
Instruction is interdisciplinary.					☐
Instruction addresses multiple learning styles.					☐
Instruction includes review and reteaching.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Lesson plans 2) Team meeting agendas/minutes 3) Administrative data 4) Professional Development Plan/Records 5) Special Education reports/documents 6) ESL reports/documents 7) TSIPP/SIP 8) Differentiated instruction evidence 9) Enrichment, remediation and intervention program reports 10) Collaboration evidence 11) Extended learning opportunities/Informal learning opportunities	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain B.	PERSONNEL ROLES & RESPONSIBILITIES		Indicator – B.1	Continuous Planning Process

The school supports a continuous planning process as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eighteen criteria met with evidence.	At least thirteen criteria met with evidence.	At least eight criteria met with evidence.	One to seven criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria — Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Administrators participate in the planning and developing of the TSIPP.					☐
Faculty participate in the planning and developing of the TSIPP.					☐
Staff participate in the planning and developing of the TSIPP.					☐
Administrators participate in implementation of the TSIPP.					☐
Faculty participate in the implementation of the TSIPP.					☐
Staff participate in the implementation of the TSIPP.					☐
Administrators participate in the continuous monitoring of the TSIPP.					☐
Faculty participate in the continuous monitoring of the TSIPP.					☐
Staff participate in the continuous monitoring of the TSIPP.					☐
Administrators provide input for the adjustment of the TSIPP.					☐
Faculty provide input for the adjustment of the TSIPP.					☐
Staff provide input for the adjustment of the TSIPP.					☐
Administrators communicate the status of the SIP to all stakeholders on a regular basis.					☐
Faculty communicate the status of the SIP to all stakeholders on a regular basis.					☐
Staff communicate the status of the SIP to all stakeholders on a regular basis.					☐
Administrators articulate and model the beliefs, mission and shared vision of the school.					☐
Faculty articulate and model the beliefs, mission and shared vision of the school.					☐
Staff articulate and model the beliefs, mission and shared vision of the school.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) TSIPP/SIP 2) External Stakeholder communication	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Comments

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Domain B.	PERSONNEL ROLES & RESPONSIBILITIES	Indicator – B.2	Teaching and Learning

Faculty and staff provide teaching and learning opportunities to meet the needs of all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	The first and at least nine other criteria met with evidence.	The first and at least six other criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
100% of required staff* are highly qualified and 100% of faculty are highly qualified for courses taught.					☐
Assume ownership and accountability for a climate of student-focused teaching and learning					☐
Demonstrate knowledge of individual student needs.					☐
Demonstrate the use of effective strategies aligned to individual student needs.					☐
Provide for inclusive instructional opportunities for all students.					☐
Continually monitor learning.					☐
Continuously assess and monitor the individual developmental needs of all students.					☐
Use assessment results to differentiate instruction to meet the learning styles of a diverse population.					☐
Work in a collaborative manner to provide a viable learning community regarding curriculum.					☐
Work in a collaborative manner to provide a viable learning community regarding instruction.					☐
Work in a collaborative manner to provide a viable learning community regarding organization.					☐
Work in a collaborative manner to provide a viable learning community regarding use of assessments.					☐
Provide for differentiated class structures based on student needs.					☐

*Title I schools

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Lesson plans 2) Differentiated instruction evidence 3) Extended learning opportunities/Informal learning opportunities 4) Formative Assessment records and data 5) Summative Assessment records and data 6) School Counselor data 7) Enrichment, remediation and intervention program reports 8) Tennessee Content Standards evidence of use	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain B.	PERSONNEL ROLES & RESPONSIBILITIES		Indicator – B.3	Policies and Procedures

Administrators, faculty and staff are aware of and adhere to policies and procedures in place to promote student learning as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Federal and state policies are communicated to all stakeholders.					☐
Local policies are communicated to all stakeholders.					☐
School policies and procedures are communicated to all stakeholders.					☐
Access is guaranteed to federal and state policies.					☐
Access is guaranteed local policies.					☐
Access is guaranteed to school policies and procedures.					☐
Support is provided to ensure understanding of federal and state policies.					☐
Support is provided to ensure understanding of local policies.					☐
Support is provided to ensure understanding school policies and procedures.					☐
School leadership ensures adherence to all policies and procedures.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Faculty/Staff Handbook 2) Student/Parent Handbook 3) Parent communication 4) External Stakeholder communication 5) Administrative data 6) Central Office/District Reports 7) SIP 8) Federal Programs reports/documents	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain C.	**CURRICULUM**		Indicator – C.1	Standards Based Curriculum

The curriculum is based on Tennessee Content Standards and is organized to provide appropriate opportunity for all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Curriculum is aligned to Tennessee Content Standards.					☐
Curriculum is mapped.					☐
Curriculum is articulated by grade level.					☐
Curriculum is appropriately paced for all students.					☐
Supplemental curriculum materials are aligned to standards.					☐
Curriculum-based benchmarks have been developed.					☐
Curriculum is communicated to all stakeholders.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Curriculum documents 2) Tennessee Content Standards evidence of use 3) Parent communication 4) Lesson plans 5) SIP	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain C.	**CURRICULUM**		Indicator – C.2	Rigor and Relevance

The curriculum is rigorous and relevant for all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Supplemented to enhance higher order thinking skills.					☐
Supplemented with appropriate technology.					☐
Supplemented to challenge all students to perform at optimal levels.					☐
Supplemented to support diverse learning needs.					☐
Curriculum resources are culturally relevant.					☐
Differentiated.					☐
Accessible to all students at all times.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Curriculum documents 2) Tennessee Content Standards evidence of use 3) Parent communication 4) Lesson plans 5) Administrative data 6) Differentiated instruction evidence 7) Class Rosters 8) Enrichment, remediation and intervention program reports	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain C.	**CURRICULUM**		Indicator – C.3	Continuous Improvement

The curriculum is continuously improved to benefit all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	**Observations**	**Interviews**	**Surveys**	
Appropriate data are collected.					☐
Appropriate data are analyzed.					☐
A systematic review of the curriculum practices.					☐
A systematic review of the curriculum processes.					☐
A periodic analysis of the school schedule to ensure equity and adequacy.					☐
A periodic analysis of the level of complexity of course content.					☐
Appropriate use of item analysis.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Formative assessment records and data 2) Summative assessment records and data 3) Class Rosters 4) Master schedule 5) Curriculum documents 6) Parent communication 7) Lesson plans 8) Assessment plan and calendars 9) TSIPP/SIP 10) Course offerings and descriptions 11) External Stakeholder communication 12) Faculty/Staff Handbook 13) Student/Parent Handbook 14) Enrichment, remediation and intervention program reports	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain C.	**CURRICULUM**		Indicator – C.4	Curriculum Integration

The curriculum addresses core knowledge and skills that extend beyond the content classes as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Collaborative planning of integrated instruction.					☐
Applicable to multiple disciplines.					☐
Includes higher order thinking skills.					☐
Opportunities for informal learning.					☐
Opportunities to engage in culturally relevant experiences.					☐
Opportunities to develop and expand quality oral communication skills.					☐
Opportunities to develop and expand quality written communication skills.					☐
Opportunities to apply learning to real-life situations.					☐
Opportunities for reluctant learners through the Arts.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Team meeting agendas/minutes 2) Master schedule 3) Class Rosters 4) Curriculum documents 5) Parent communication 6) Professional Development Plan/Records 7) Lesson plans 8) Extended Learning Opportunities/Informal Learning Opportunities 9) External Stakeholder communication 10) Faculty/Staff Handbook 11) Student/Parent Handbook 12) Collaboration evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain D.	INSTRUCTION		Indicator – D.1	Planning for Instruction

Planning for instruction is designed to meet individual needs of all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All fourteen criteria met with evidence.	At least ten criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Focuses on TN Content Standards.					☐
Focuses on research-based best practices.					☐
Is varied.					☐
Engages students in meaningful learning activities.					☐
Promotes the development of higher-order thinking skills.					☐
Promotes interdisciplinary learning.					☐
Addresses multiple learning styles.					☐
Promotes differentiated instruction.					☐
Promotes problem solving skills.					☐
Requires application to real-life situations.					☐
Provides opportunities for students to direct their own learning as appropriate.					☐
Teachers work together to plan for a variety of delivery methods.					☐
Teachers plan vertically to make appropriate instructional decisions.					☐
Teachers plan horizontally to make appropriate instructional decisions.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Lesson plans 2) Team meeting agendas/minutes 3) Professional Development Plan/Records 4) Administrative data 5) Multi-disciplinary team agendas and appropriate notes 6) Master schedules 7) Enrichment, remediation and intervention program reports 8) Collaboration evidence 9) SIP 10) Tennessee Content Standards evidence of use	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain D.	**INSTRUCTION**		Indicator – D.2	Delivery of Instruction

Instruction is delivered to ensure that appropriate time and opportunity are provided to meet individual needs of all students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Focuses on TN Content Standards.					☐
Focuses on research-based best practices.					☐
Appropriate technology is used to support the learning process.					☐
Practices and structures are designed to maximize time on task.					☐
Optimal scheduling to meet students individual needs are in place.					☐
All classroom instruction is designed to provide multiple opportunities for learning.					☐
All classroom instruction provides support through the teaching and re-teaching process.					☐
There are multiple tutoring opportunities before, during and after the school day.					☐
General and Special Education teachers work collaboratively to ensure appropriate IEP development.					☐
All practices and structures are designed to maximize student growth and development.					☐
Instructional expectations and practices of high standards are driven by the mission, vision and beliefs of the school.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Lesson plans 2) Team meeting agendas/minutes 3) Professional Development Plan/Records 4) Administrative data 5) Multi-disciplinary team agendas and appropriate notes 6) Class Rosters 7) Master schedules 8) Enrichment, remediation and intervention program reports 9) Collaboration evidence 10) SIP 11) Tennessee Content Standards evidence of use	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain D.	**INSTRUCTION**		**Indicator – D.3**	Professional Development

Continuing and ongoing needs-based professional development reflects the pedagogy of the teaching process and mastery of content as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Research-based.					☐
Standards-driven.					☐
Differentiated.					☐
Job-imbedded.					☐
On-going.					☐
Based on student needs.					☐
Promotes creativity.					☐
Evaluated for effectiveness based on student achievement.					☐
Professional development opportunities address the pedagogy of the teaching process and mastery of content.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Faculty/Staff Handbook 2) Student/Parent Handbook 3) SIP 4) Lesson plans 5) Team meeting agendas/minutes 6) Professional Development Plan/Records 7) Administrative data 8) Multi-disciplinary team agenda and appropriate notes 9) Formative Assessment records and data 10) Summative Assessment records and data 11) Extended learning opportunities/Informal learning opportunities	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain D.	INSTRUCTION		Indicator – D.4	Monitoring and Feedback for Continuous Improvement

The monitoring of instructional processes and practices are analyzed, amended and adjusted to maintain rigor, relevance and eliminate gaps in learning as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Classroom walk-throughs to inform instruction.					☐
Informal administration evaluations (day to day observation).					☐
Formal administration evaluations (comprehensive and focused).					☐
Monitoring the TSIPP.					☐
Mentoring processes.					☐
Grade-level/department-level collaboration.					☐
Peer observation.					☐
A systematic review of the instructional practices and processes.					☐
An alignment with high performing research-based instructional practices.					☐
A periodic analysis of the level of complexity of course assignments.					☐
Analysis of student achievement data.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Formative assessment records and data 2) Summative assessment records and data 3) TSIPP/SIP 4) Attendance data 5) Discipline data 6) Collaboration evidence 7) Assessment plan and calendars 8) Parent communication 9) External Stakeholder communication 10) Faculty/Staff Handbook 11) Student/Parent Handbook	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain E.	**LEADERSHIP**		**Indicator – E.1**	Instructional Leadership	

Leadership promotes research-based instruction that assures the alignment of curriculum, instruction and assessment to the Tennessee Content Standards as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	**4 3 2 1 0**

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	**Observations**	**Interviews**	**Surveys**	
Documents observation of standards being taught in all classrooms.					☐
Documents the connection of student assessments to standards.					☐
Makes resources available that support the standards.					☐
Models and encourages the use of reflective thinking.					☐
Stays abreast of proven research-based best practices.					☐
Asks effective questions that challenge the thinking of others.					☐
Builds the efficacy and performance of the staff through professional development.					☐
Utilizes timely evaluation of teacher effectiveness to provide feedback.					☐
Maintains a focus on the analysis of student achievement data to determine progress toward mastery of standards.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Administrative data 2) Formative Assessment records and data 3) Summative Assessment records and data 4) SIP 5) Professional Development Plan/Records 6) Central Office/District Reports	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain E.	**LEADERSHIP**			**Indicator – E.2**	High Expectations		

Leadership upholds high expectations for all students advancing a vision and mission focused on student achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	**Observations**	**Interviews**	**Surveys**	
Clearly communicates high expectations to all stakeholders.					☐
Utilizes data to make decisions related to expectations.					☐
Ensures that instruction aligns with expectations.					☐
Develops and maintains a safe and orderly environment.					☐
Follows through with appropriate consequences.					☐
Recognizes and celebrates the fulfillment of expectations.					☐
Monitors classrooms to determine changes in instruction based on data.					☐
Orchestrates the development of the vision and mission.					☐
Articulates the vision and mission to all stakeholders.					☐
Models the vision and mission of the school.					☐
Ensures the alignment of resources to the school's vision and mission.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Parent communication 2) Formative Assessment records and data 3) Summative Assessment records and data 4) Administrative data 5) Central Office/District Reports 6) Discipline Plan 7) SIP 8) Teacher mobility and attendance data 9) Preliminary Report	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain E.	LEADERSHIP	Indicator – E.3	Promotes and Supports Highly Effective Instruction

Leadership promotes and supports highly effective instruction through the extensive use of data as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All twelve criteria met with evidence.	At least nine criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4　3　2　1　0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Provides scheduling that allows for collaboration.					☐
Promotes effective data-driven teamwork.					☐
Maintains a school-wide data-driven focus on learning.					☐
Meets with teachers regularly to keep informed of student progress.					☐
Provides means for assessment driven instruction.					☐
Promotes the use of formative and summative data for planning.					☐
Leadership models effective use of student achievement data.					☐
Leadership uses student achievement data to address individual teacher effectiveness.					☐
Leadership uses student achievement data to address teacher effectiveness for grade level and departmental needs.					☐
Leadership uses student achievement data to address teacher effectiveness on a school-wide basis.					☐
Guarantees that teachers are monitoring the impact of their instruction.					☐
Supports new teachers by arranging for teacher mentoring and providing consistent guidance.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Parent communication 2) Formative Assessment records and data 3) Summative Assessment records and data 4) Administrative data 5) Central Office/District Reports 6) Discipline Plan 7) SIP 8) Teacher mobility and attendance data 9) Preliminary Report 10) New teacher mentor/induction plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain E.	**LEADERSHIP**		**Indicator – E.4**	Culture of Trust and Respect

Leadership ensures a culture of trust and respect that supports an inviting and stable learning environment as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	**4 3 2 1 0**

Criteria	Evidence Categories				Met ?
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Artifacts	Observations	Interviews	Surveys	
Maintains open and honest communication.					☐
Follows through on plans.					☐
Fosters a nurturing environment.					☐
Supports risk taking by staff members.					☐
Encourages innovation, creativity, novelty and originality.					☐
Recognizes contributions of others.					☐
Models professionalism.					☐
Retains high quality teachers.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Parent communication 2) Administrative data 3) Teacher mobility and attendance data 4) SIP 5) Preliminary Report 6) External Stakeholder communication 7) Lesson plans 8) Recognitions/Celebrations 9) Tennessee State Report Card	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain E.	**LEADERSHIP**		**Indicator – E.5**	Equity and Adequacy

Leadership advocates acceptance of and respect for individual differences and ensures equity and adequacy as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria — Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Recognizes the needs of a diverse population.					☐
Establishes school schedules based on equity and adequacy.					☐
Assures multiple opportunities for learning.					☐
Displays respect for individual differences.					☐
Maintains open communication.					☐
Conducts an ongoing evaluation of the curriculum.					☐
Ensures an inclusive environment.					☐
Provides for the equitable distribution of human, monitory and time resources, to best meet the needs of all students.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) School Budget and expenditure records 2) Master Schedule 3) Faculty/Staff Handbook 4) Parent communication 5) Administrative data 6) Teacher mobility and attendance data 7) TSIPP/SIP 8) External Stakeholder communication 9) Enrollment figures and trends	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain E.	LEADERSHIP		Indicator – E.6	Policies and Procedures

Leadership advances district-wide and school policies and guides the development and execution of procedures necessary to implement these policies as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Articulates an understanding of policies and their purpose.					☐
Adheres to state, district-wide and school policies and procedures.					☐
Adheres to Tennessee Instructional Leadership Standards (TILS).					☐
Monitors the implementation of policies and procedures.					☐
Challenges policies and procedures that impede student learning.					☐
Makes all stakeholders aware of the connection of policies and procedures to student learning.					☐
Adjusts procedures as necessary to keep a focus on student learning.					☐
Keeps all stakeholders informed of policy and procedural changes.					☐
Provids an external staff support system with central office personnel.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Parent communication 2) Faculty/Staff Handbook 3) Central Office/District Reports 4) Administrative data 5) TSIPP/SIP 6) External Stakeholder communication	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain F.	ORGANIZATION OF THE SCHOOL		Indicator – F.1	Supports Students' Learning and Developmental Needs

The organization of the school supports students' learning and developmental needs as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All six criteria met with evidence.	At least four criteria met with evidence.	At least two criteria met with evidence.	One criterion met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Schedule is determined based on student needs.					☐
Class periods are of the appropriate length as to promote student learning.					☐
Organization of the school day allows optimal time on task for all students.					☐
Uses a system of record keeping for all students which tracks individual student performance.					☐
Offers a range of comprehensive scope of services within a structure designed for success for all students.					☐
Provides timely and continuous assessment of organizational effectiveness in meeting student needs.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Student/Parent Handbook 2) Master Schedule 3) Administrative data 4) Class Rosters 5) CTE reports/documents 6) ELL reports/documents 7) Curriculum documents 8) Formative Assessment records and data 9) Summative Assessment records and data 10) Lesson plans 11) Assessment plan and calendars 12) Special Education reports/documents 13) TSIPP/SIP 14) Enrichment, remediation and intervention program reports 15) Extended learning opportunities/Informal learning opportunities	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain F.	ORGANIZATION OF THE SCHOOL		Indicator – F.2	Adequate and Equitable Resources to Improve Student Achievement

There are adequate and equitable resources to improve student achievement as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Adequate human resources.					☐
Equitable human resources.					☐
Human resources are primarily focused on student achievement.					☐
Adequate time resources.					☐
Equitable time resources.					☐
Adequate monetary and other resources.					☐
Equitable monetary and other resources.					☐
Monetary and other resources are primarily focused on student achievement.					☐
Time resources are primarily focused on student achievement.					☐
The school allows time for collaborative communication to occur.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Master Schedule 2) Enrichment, remediation and intervention program reports 3) Special Education reports/documents 4) School Budget and expenditure records 5) Course offerings and descriptions 6) Professional Development Plan/Records 7) Differentiated instruction evidence 8) TSIPP/SIP 9) Preliminary Report 10) Technology Plan 11) Grant applications/awards copies	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain F.	**ORGANIZATION OF THE SCHOOL**		Indicator – F.3	Structure and Organization Support Achievement

The structure and organization of the school support maximum student performance for a diverse population of students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	At least ten criteria met with evidence.	At least seven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Faculty meetings focus on student achievement.					☐
Team planning addresses student needs.					☐
Professional development activities are based on student needs.					☐
The school schedules are established in a timely manner.					☐
The school schedules are followed regularly without unnecessary interruptions.					☐
The school schedules are designed to meet the developmental needs of all students.					☐
Special needs are identified and addressed appropriately.					☐
Appropriate interventions are available to meet identified student needs.					☐
Appropriate enrichment services are available to meet identified student needs.					☐
Professional development activities are based on research-based best practices.					☐
Student successes are recognized through rewards and celebrations.					☐
Collaboration around improved student performance occurs among all involved stakeholders.					☐
Structures exist for clear communication among all stakeholders regarding student achievement.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Special Education reports/documents 2) Tennessee State Report Card 3) ESL reports/documents 4) Accountability Records 5) Lesson plans 6) Formative Assessment records and data 7) Summative Assessment records and data 8) Team meeting agendas/minutes 9) TSIPP/SIP 10) TVAAS data 11) Enrichment, remediation and intervention program reports 12) Professional Development Plan/Records 13) Recognition of Student Achievement 14) External Stakeholder communication 15) Collaboration evidence 16) Master Schedule 17) Class Rosters	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Comments

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Domain G.	ASSESSMENT & EVALUATION		Indicator – G.1	Characteristics of School Assessment and Evaluation Process

The school's assessment and evaluation process promotes student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All twenty-one criteria met with evidence.	At least sixteen criteria met with evidence.	At least eleven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Aligned with Tennessee Standards of Performance.					☐
Process is continuous and ongoing.					☐
Culture of data-driven decision making.					☐
Formative assessment informs student learning.					☐
Formative assessment informs student development.					☐
Summative assessment informs student learning.					☐
Summative assessment informs student development.					☐
Uses a variety of academic and nonacademic data sources.					☐
Effective method of communicating results to all stakeholders is defined.					☐
Process is differentiated for all types of students/programs/classes.					☐
Measures define exit knowledge, skills, attributes and attitudes.					☐
Defines achievement gaps and inequities.					☐
Includes ALL students with disaggregation by required student subgroups.					☐
Assessment results are used to improve the organizational structure of the school.					☐
Conducted in a timely manner.					☐
Assessment results are provided to the teacher in a timely manner.					☐
Assessment results are used to improve instruction.					☐
Immediate feedback is provided to students to support student achievement.					☐
Feedback is provided to parents to inform and support student achievement.					☐
Parents and students use data for improvement.					☐
The school has a student driven/focused component for addressing student performance gaps/inequities.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Tennessee Content Standards evidence of use 2) Formative Assessment records and data 3) Summative Assessment records and data 4) Central Office/District Reports 5) Tennessee State Report Card 6) Team meeting agenda/minutes 7) Federal Programs reports/documents 8) TSIPP/SIP 9) Differentiated instruction evidence 10) External Stakeholder communication 11) Assessment plan and calendars 12) Accountability Records 13) Lesson plans	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

RUBRIC

Comments

Domain G.	ASSESSMENT & EVALUATION		Indicator – G.2	Formative Assessments

The school's formative assessment and evaluation process promotes student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating				
All seven criteria met with evidence.	At least five criteria met with evidence.	At least three criteria met with evidence.	One to two criteria met with evidence.	No criteria met or insufficient evidence.	4	3	2	1	0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Alignment to Tennessee Performance Standards.					☐
Used for all students.					☐
Use of formal and informal assessments.					☐
Includes a continuous process of evaluation.					☐
Uses benchmarking to determine progress over time.					☐
Uses formative assessment results in conjunction with summative assessment results to make decisions.					☐
Is utilized and understood by all staff for improvement of instruction.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Formative Assessment records and data 2) Assessment plan and calendars 3) Differentiated instruction evidence 4) SIP 5) TVAAS data 6) Tennessee Content Standards evidence of use 7) Accountability Records	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain G.	ASSESSMENT & EVALUATION		Indicator – G.3	Summative Assessments

The school's summative assessment and evaluation process promotes student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Used in decision making for improving student performance.					☐
Used for all students.					☐
Uses a variety of academic and nonacademic data sources.					☐
Aligned to Tennessee Performance Standards.					☐
Utilized and understood by all staff to improve instruction.					☐
Used to diagnose student needs.					☐
Used to prescribe interventions.					☐
Used in the aggregate.					☐
Used in the disaggregate.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Summative Assessment records and data 2) Tennessee State Report Card 3) Special Education reports/documents 4) Tennessee Content Standards evidence of use 5) SIP 6) Accountability Records 7) Differentiated instruction evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain G.	ASSESSMENT & EVALUATION		Indicator – G.4	Use of Assessment and Evaluation Results

Personnel in the school use the assessment and evaluation process to promote student success as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Assessment results are used to revise curriculum.					☐
Assessment results are used to improve instruction.					☐
Assessment results are used to improve student performance.					☐
Assessment results are used to address identified student needs.					☐
Assessment results are used diagnostically.					☐
Assessment results are used prescriptively.					☐
Assessment results are used to engage stakeholders in planning for school improvements.					☐
Assessment literacy is provided to students.					☐
Assessment results are used to help students set achievement goals.					☐
Assessment literacy is provided to parents.					☐
Assessment results are used to help parents set achievement goals.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Differentiated instruction evidence 2) Tennessee State Report Card 3) TSIPP/SIP 4) Special Education reports/documents 5) ESL reports/documents 6) CTE reports/documents 7) External Stakeholder communication 8) Parent communication 9) Federal Programs reports/documents 10) Parent and Community Involvement evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain H.	CLIMATE & CULTURE		Indicator – H.1	Faculty Characteristics

The faculty and staff exhibit characteristics of professionalism, flexibility, nurturing, pride, collaboration and innovation as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria — Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
There is a low attrition rate of faculty and staff.					☐
The faculty conducts themselves at all times as professionals.					☐
Flexibility for the good of students is evident.					☐
All students are nurtured.					☐
There is evidence of pride in all stakeholders.					☐
There is evidence of collaboration among all stakeholders.					☐
Innovation is encouraged and evident.					☐
There are internal public relation activities.					☐
There are external public relation activities.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Professional Development Plan and Records 2) Team meeting agendas/minutes 3) TSIPP/SIP 4) Preliminary Report 5) Teacher mobility and attendance data 6) Faculty/Staff Handbook 7) Master Schedule 8) External Stakeholder communication 9) Recognition/Celebrations 10) Collaboration evidence	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE		Indicator – H.2	Culture of High Ethical Standards

There is a culture of high ethical standards as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Expectations are fair and equitable for all stakeholders.					☐
Honesty and fairness is expected of all stakeholders.					☐
Stakeholders support each other.					☐
Stakeholders adhere to rules and regulations.					☐
Administrators demonstrate risk taking.					☐
Faculty and staff interact with honesty and fairness.					☐
Faculty and staff interact with all parents with honesty and fairness.					☐
Faculty and staff interact with all students with honesty and fairness.					☐
Faculty and staff interact with the community with honesty and fairness.					☐
Responsibilities are shared in an equitable manner.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Student/Parent Handbook 2) Administrative data 3) Team meeting agendas/minutes 4) Professional Development Plan/Records 5) Parent and Community Involvement evidence 6) Collaboration evidence – professional learning communities 7) TSIPP/SIP 8) Faculty/Staff Handbook 9) Discipline Plan 10) Discipline data 11) Attendance data 12) School surveys copies and analyses	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE		Indicator – H.3	Diversity and Tolerance Valued

Diversity and tolerance are valued and promoted as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All ten criteria met with evidence.	At least seven criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Celebration of diversity.					☐
Equity and adequacy for all students.					☐
Student successes are communicated to appropriate stakeholders.					☐
Opportunities for creative expression exist for students.					☐
Student differences are appreciated.					☐
There is a climate of tolerance and acceptance.					☐
Cultural diversity of students is imbedded in daily classroom instruction.					☐
Culturally relevant practices and processes permeate the school environment.					☐
Resources are provided to support creative opportunities for students.					☐
Ensure students are not categorized or stereotyped in the learning environment.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Recognition/Celebrations 2) Student/Parent Handbook 3) Faculty/Staff Handbook 4) External Stakeholder communication 5) Course offerings and descriptions 6) Special Education reports and documents 7) Discipline data 8) Tennessee State Report Card	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE		Indicator – H.4	Responsive Culture that Values Students and Their Needs

There is evidence of a responsive culture that values all students and their needs as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria	Evidence Categories				Met?
Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Artifacts	Observations	Interviews	Surveys	
The school provides a stable environment.					☐
The school environment is responsive to student physical needs.					☐
The school environment is responsive to student emotional needs.					☐
Student needs are identified.					☐
Student needs are addressed.					☐
Students are valued and celebrated.					☐
High expectations for all students.					☐
Students of varying abilities receive appropriate instruction and support.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) Master Schedule 2) Discipline data 3) Class Rosters 4) Team meeting agendas/minutes 5) Lesson plans 6) Special Education reports/documents 7) Enrichment, remedial and intervention program results 8) Recognition of Student Achievement 9) Formative Assessment records and data 10) Summative Assessment records and data 11) School Counselor data	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE		Indicator – H.5	High Expectations and a Strong Nurturing Environment

The school promotes a climate of trust, respect and care among all stakeholders as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	At least ten criteria met with evidence.	At least seven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Administrators, faculty and staff exhibit high expectations and provide a strong nurturing environment for every student.					☐
The community values, respects and supports the school.					☐
Students interact with each other in a respectful, trusting and caring manner.					☐
There are expectations that stakeholders work collaboratively together.					☐
Teachers interact in a respectful, trusting and caring manner.					☐
Teachers and students interact in a respectful, trusting and caring manner.					☐
Teachers and parents interact in a respectful, trusting and caring manner.					☐
Teachers, community and other stakeholders interact in a respectful, trusting and caring manner.					☐
Promotes positive stakeholder collegiality.					☐
Administrators and teachers interact in a respectful, trusting and caring manner.					☐
Administrators and parents interact in a respectful, trusting and caring manner.					☐
Administrators and students interact in a respectful, trusting and caring manner.					☐
Administrators, community and other stakeholders interact in a respectful, trusting and caring manner.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Team meeting agendas/minutes 2) School Counselor data 3) Discipline data 4) TSIPP/SIP 5) Collaboration evidence 6) Administrative data 7) Extended learning opportunities/Informal learning opportunities 8) External Stakeholder communication 9) Parent and Community Involvement evidence 10) School surveys copies and analyses 11) New teacher/induction plan 12) Safety and Security Plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain H.	CLIMATE & CULTURE		Indicator – H.6	Distributed Accountability

The school promotes distributed accountability through shared leadership and shared decision making as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All twelve criteria met with evidence.	At least nine criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
There are mechanisms in place for faculty and staff to participate in decision making.					☐
Professional development decisions are made collaboratively.					☐
Resource allocation decisions are made collaboratively.					☐
Teachers are rewarded for risk taking.					☐
Teachers feel safe to take risks.					☐
There are opportunities for students, parents and other stakeholders to participate in decision making.					☐
The TSIPP is planned and developed collaboratively.					☐
The TSIPP is implemented collaboratively.					☐
The TSIPP drives the day to day operation of the school.					☐
The TSIPP is communicated to all stakeholders on a regular basis.					☐
The TSIPP is monitored and adjusted on a continuous basis by the leadership team.					☐
The TSIPP has imbedded learning opportunities for faculty, staff, students, parents and other stakeholders.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) TSIPP/SIP 2) Administrative data 3) Team meeting agendas/minutes 4) Professional Development Plan/Records 5) Parent and Community Involvement evidence 6) Collaboration evidence 7) Formative Assessment records and data 8) Summative Assessment records and data 9) Lesson plans 10) Recognitions/Celebrations 11) Student Council minutes	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain H.	CLIMATE & CULTURE		Indicator – H.7	Culture of Happiness and Enjoyment

There is a pervasive culture of happiness and enjoyment as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
Students exhibit a pleasant demeanor.					☐
Faculty and staff exhibit a pleasant demeanor.					☐
Good manners are practiced by all stakeholders.					☐
Students are working together in an orderly manner.					☐
Stakeholders greet each other in a friendly manner.					☐
Parents and community members feel welcome in the school.					☐
There are smiling faces.					☐
There is an absence of loud disruptions.					☐
Teachers and students communicate in a well-modulated voice.					☐
Administrators treat their staff with respect.					☐
Learning is often viewed by students as a fun activity.					☐

Evidence categories below are to be noted above as identified for each criterion.

Artifacts	Observations	Interviews	Surveys
1) TSIPP/SIP 2) School surveys copies and analyses 3) SACS/CASI Report 4) Discipline Plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

RUBRIC

Domain I.	SAFE & ORDERLY ENVIRONMENT		Indicator – I.1	High expectations

A culture of high expectations is evident throughout the school as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating				
All six criteria met with evidence.	At least four criteria met with evidence.	At least two criteria met with evidence.	One criterion met with evidence.	No criteria met or insufficient evidence.	4	3	2	1	0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
High expectations for student behavior have been established, based on the beliefs, mission and shared vision of the school as per the TSIPP process.					☐
All stakeholders had input into the process of creating the expectations.					☐
The expectations are clearly communicated to all stakeholders.					☐
School leadership communicates the message that all adults are responsible for all students.					☐
All stakeholders accept responsibilities for reinforcing expectations with all students.					☐
High expectations for student behavior are evident in school-wide practices.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) TSIPP/SIP 2) Student/Parent Handbook 3) Discipline Plan 4) External Stakeholder communication 5) Parent communication 6) Student Council minutes 7) Faculty/Staff Handbook	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain I.	SAFE & ORDERLY ENVIRONMENT		Indicator – I.2	Policies, practices and procedures

School policies, practices and procedures are in place to ensure the safety of all as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eleven criteria met with evidence.	At least eight criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Policies are consistently implemented through practices.					☐
Policies are consistently implemented through procedures.					☐
School policies promote students taking responsibility for their own behavior.					☐
Emergency procedures are planned and posted.					☐
Emergency procedures are practiced and followed in the proper manner.					☐
Regular safety procedures are planned and followed in the proper manner.					☐
School policies support the physical well-being of all stakeholders.					☐
School policies support the emotional well-being of all stakeholders.					☐
School policies support the mental well-being of all stakeholders.					☐
School practices align to school policies.					☐
School procedures align to school policies.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Student/Parent Handbook 2) Faculty/Staff Handbook 3) SIP 4) Discipline Plan 5) External Stakeholder communication 6) Parent communication 7) School Counselor data 8) Discipline data 9) Safety and Security Plan	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Domain I.	**SAFE & ORDERLY ENVIRONMENT**		Indicator – I.3	Responsive Environment

The school provides an environment that invites and responds to student input as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All eight criteria met with evidence.	At least six criteria met with evidence.	At least four criteria met with evidence.	One to three criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Students are invited to give input.					☐
Students are encouraged to give input.					☐
Student suggestions are acknowledged.					☐
Student suggestions are addressed.					☐
Student suggestions are implemented where appropriate.					☐
Students take responsibility for their actions.					☐
Student collaboration is encouraged.					☐
There are mechanisms in place that promote student input into the decision-making process with regard to how a safe and orderly environment should look in their school.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Student/Parent Handbook 2) Faculty/Staff Handbook 3) SIP 4) Discipline Plan 5) Parent communication 6) School Counselor data 7) Discipline data 8) Student Council minutes	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

Comments

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Domain I.	**SAFE & ORDERLY ENVIRONMENT**		Indicator – I.4	Safe, Secure and Stable Environment

The school provides an environment for teaching and learning as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All nine criteria met with evidence.	At least seven criteria met with evidence.	At least five criteria met with evidence.	One to four criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met?
	Artifacts	Observations	Interviews	Surveys	
The school provides a safe environment.					☐
The school provides a secure environment.					☐
The school provides an orderly environment.					☐
The school facility is safe.					☐
The school facility is secure.					☐
The school schedules are established in a timely manner.					☐
The school schedules are followed regularly without unnecessary interruptions.					☐
The school maintains an awareness of current safety policies, procedures and practices.					☐
The school keeps parents apprised of current safety policies, procedures and practices.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) School Calendar 2) Administrative data 3) Curriculum documents 4) Team meeting agendas/minutes 5) Master Schedule 6) Safety and Security plan 7) External Stakeholder communication	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Domain J.	PARENT & COMMUNITY INVOLVEMENT		Indicator – J.1	Active Involvement of External Stakeholders

External stakeholders are actively involved in the education of students as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All fourteen criteria met with evidence.	At least ten criteria met with evidence.	At least six criteria met with evidence.	One to five criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
Community-based school activities are planned.					☐
Community-based school activities are executed.					☐
Structures are in place to keep parents informed.					☐
Parent conferences are planned.					☐
Parent conferences are executed.					☐
The school solicits and forms partnerships.					☐
Leadership plans for stakeholder involvement.					☐
Parent groups are supported through informational meetings.					☐
Communication structures are in place to comply with IDEA and Federal Programs requirements.					☐
The school has a communication network which is inclusive.					☐
Parents and community members are included in the TSIPP process.					☐
Parents and community members feel welcome in the school and a part of the school's culture.					☐
Parents and stakeholders provide individual service, i.e. tutoring, volunteers.					☐
External stakeholder feedback is valued.					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) Parent and Community Involvement evidence 2) Administrative data 3) Parent communication 4) TSIPP/SIP 5) School Counselor data 6) Federal Programs reports/documents 7) Extended learning opportunities/Informal learning opportunities	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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Domain K.	**COMMUNICATION**		Indicator – K.1	Effective Communication

The school has an effective communication system as exhibited by:

4 – Exemplary	3 – Commendable	2 - Emerging	1 – Limited	0 – None	Rating
All thirteen criteria met with evidence.	At least ten criteria met with evidence.	At least seven criteria met with evidence.	One to six criteria met with evidence.	No criteria met or insufficient evidence.	4 3 2 1 0

Criteria Each criterion must be documented by evidence from at least 3 of the 4 evidence categories.	Evidence Categories				Met ?
	Artifacts	Observations	Interviews	Surveys	
The school has a communication network which is inclusive. (J1)					☐
The school has an open, non-threatening and two-way communication system.					☐
The school has an internal communication system that promotes a high level of professionalism.					☐
The school has an external communication system that promotes a high level of professionalism.					☐
The school has a communication system designed to promote and maintain high expectations for all students.					☐
The school has a communication system designed to promote a legacy of education that emphasizes academics.					☐
The school has a communication system designed to promote ownership of the school beliefs, mission and shared vision and accountability for all results.					☐
The school has a communication system designed to promote stakeholder accountability for student learning.					☐
The school has a communication system that promotes and supports tolerant environment.					☐
There is communication among all stakeholders around improved and multiple learning opportunities for all students. (A7)					☐
Leadership maintains open and honest communication that supports an inviting and stable learning environment. (E4)					☐
Structures exist for clear communication among all stakeholders regarding student achievement. (F3)					☐
Communication structures are in place to comply with IDEA and Federal Programs requirements. (J1)					☐

Evidence categories below are to be noted above as identified for each criterion.			
Artifacts	**Observations**	**Interviews**	**Surveys**
1) SIP 2) School surveys copies and analyses 3) External Stakeholder communication 4) Parent communication 5) Student/Parent Handbook 6) Faculty/Staff Handbook 7) SACS/CASI Report 8) School Calendar	1) Classroom walk-through 2) School-wide observations	1) Principal 2) Assistant Principal 3) Counselor 4) Instructional coach/facilitator 5) Certificated staff 6) Non-certificated staff 7) Student 8) Parent	1) Certificated staff 2) Non-certificated staff 3) Student 4) Parent

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